

2007-2008 Status of Secondary Arts Education in Utah

Developed by
**Bothell Assessment and Research Services in Collaboration With
The State of Utah Office of Education and
Utah Arts Council**



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Survey Response Rate

Number of Unique Districts that Responded to the Survey

21

Schools that Responded to the Survey

34

Utah Secondary School Characteristics

Percentage of Schools with Grade Level

| | |
|----|-----|
| 6 | 29% |
| 7 | 68% |
| 8 | 56% |
| 9 | 38% |
| 10 | 41% |
| 11 | 41% |
| 12 | 41% |

Average # of Fulltime Teachers

28

Average # of Part-time Teachers

5

Average # of Support Staff

(Eminence, POPS, Artist in Residence, Interns)

3

Average Total Student Enrollment

633

Average Enrollment by Grade

| | |
|----|-----|
| 6 | 251 |
| 7 | 217 |
| 8 | 185 |
| 9 | 177 |
| 10 | 171 |
| 11 | 187 |
| 12 | 211 |

Percentage of Students Title I

12%

Mobility Rate of Students

14%

Average % of Seniors that Graduated

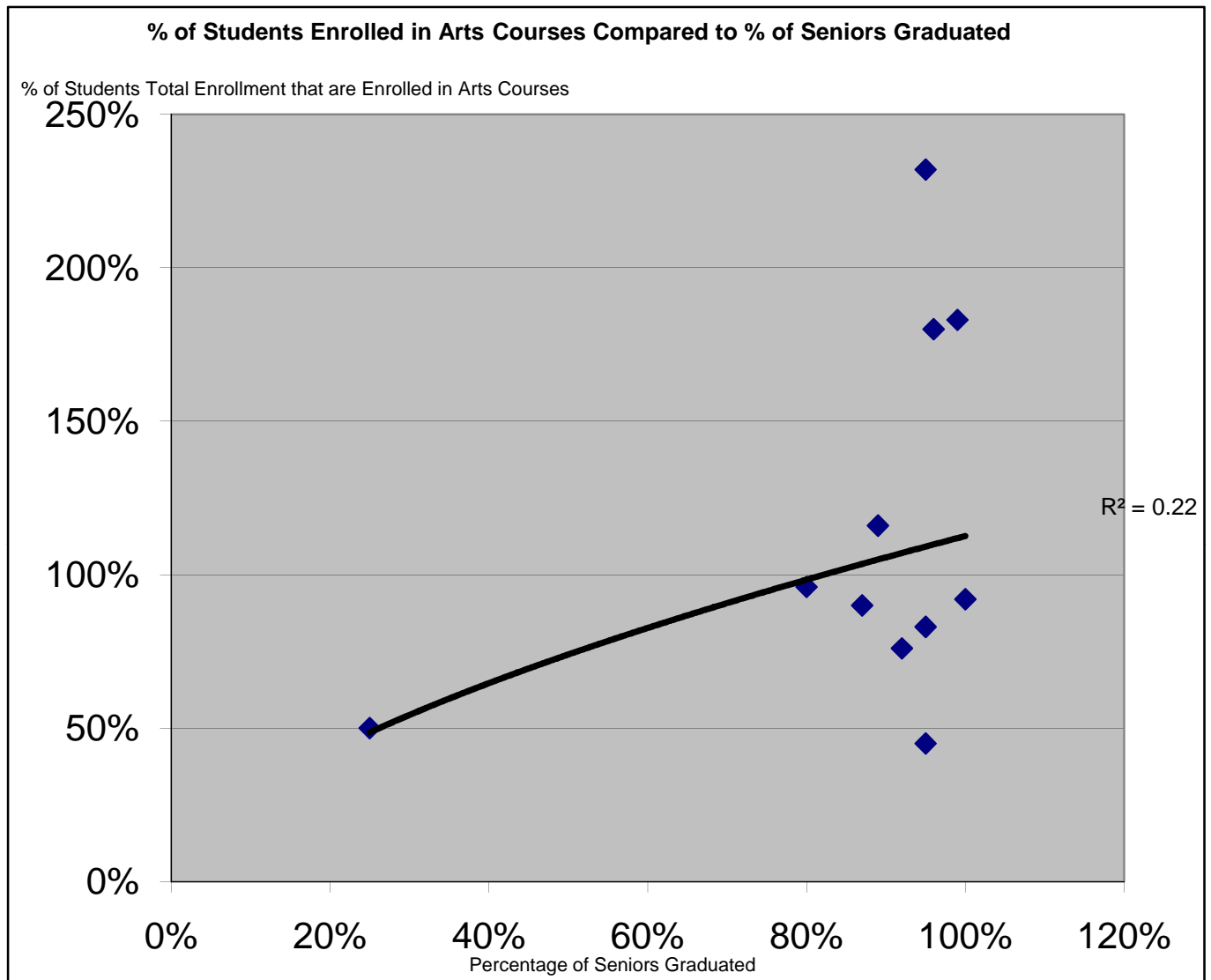
77%

Percentage of English Language Learners

10%

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Correlation of Arts Enrollment to Percentage of Seniors Graduated



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Assessing Student Achievement

How is student achievement graded, evaluated and reported?

| Participation | Attendance | Based on Homework Assignments and/or practice cards (reporting home practice time) | Based on Mastery of the Fine Arts Core Outlined by the Utah State Office of Education | With an Assigned Grade (A,B,C,D) | Pass/Fail | Portfolio (collection of work) | State Core Curriculum Portfolio Forms | Based on Individual Performance Evaluation (students' drawings, paintings, sculptures, etc.) | Based on Group Performance Evaluations | Reported on Report Cards |
|---------------|------------|--|---|----------------------------------|-----------|--------------------------------|---------------------------------------|--|--|--------------------------|
|---------------|------------|--|---|----------------------------------|-----------|--------------------------------|---------------------------------------|--|--|--------------------------|

Visual Art

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|
| 82% | 47% | 50% | 65% | 94% | 12% | 50% | 3% | 74% | 32% | 71% |
|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|

Dance

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|----|----|----|-----|-----|-----|
| 29% | 24% | 15% | 24% | 29% | 6% | 6% | 6% | 29% | 29% | 26% |
|-----|-----|-----|-----|-----|----|----|----|-----|-----|-----|

Music

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|----|-----|----|-----|-----|-----|
| 79% | 62% | 62% | 59% | 79% | 9% | 15% | 9% | 68% | 56% | 71% |
|-----|-----|-----|-----|-----|----|-----|----|-----|-----|-----|

Theatre

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|----|----|-----|-----|-----|
| 59% | 38% | 41% | 32% | 56% | 12% | 9% | 6% | 47% | 41% | 50% |
|-----|-----|-----|-----|-----|-----|----|----|-----|-----|-----|

Visual Art Other:

Dance Other:

Music Other: Attendance at Symphony

Theatre Other:

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Teacher Competence

How many of each type of arts teachers do you employ in your school who are designated solely to instruction in the art form?

| | Licensed specialist with a college degree in the art form | | Teachers teaching other subjects in addition to the arts | | Unlicensed "technician" with arts expertise (e.g., eminence, etc.) | | Parent or other volunteer with arts interest or experience | |
|------------|---|-----------|--|-----------|--|-----------|--|-----------|
| | Fulltime | Part-Time | Fulltime | Part-Time | Fulltime | Part-Time | Fulltime | Part-Time |
| Visual Art | 23 | 4 | 6 | 4 | 1 | 2 | 0 | 0 |
| Dance | 7 | 5 | 2 | 2 | 0 | 1 | 0 | 1 |
| Music | 19 | 13 | 10 | 3 | 0 | 6 | 0 | 0 |
| Theatre | 5 | 5 | 2 | 4 | 0 | 2 | 0 | 0 |

Out of all the arts teachers in Utah secondary schools, it is estimated that:

| | |
|-----|---|
| 43% | are fulltime specialists with a college degree in the art form |
| 21% | are part-time specialists with a college degree in the art form |

| | |
|-----|--|
| 16% | are fulltime teachers teaching other subjects in addition to the arts |
| 10% | are part-time teachers teaching other subjects in addition to the arts |

| | |
|----|---|
| 1% | are fulltime Unlicensed "technicians" with arts expertise (e.g., eminence) |
| 9% | are Part-time Unlicensed "technicians" with arts expertise (e.g., eminence) |

| | |
|----|--|
| 0% | are fulltime parents or other volunteers with arts interest or experience |
| 1% | are Part-time parents or other volunteers with arts interest or experience |

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Teacher Competence (continued)

Do you personally (principal) have an area of arts expertise and/or have a degree and/or licensing in any art form?

| Yes | No |
|--------------------------|----|
| 3 | 31 |
| <i>answered question</i> | 34 |
| <i>skipped question</i> | 0 |

How many fine arts teachers in your school are fully licensed and endorsed?

| Number | % of teachers from teachers in schools that responded to the survey |
|--------|---|
| 106 | 83% |

How many teachers in your school are working on an arts endorsement or degree?

| |
|----|
| 11 |
|----|

How many visiting artist professionals did you use in the school this year?

| |
|----|
| 63 |
|----|

How many of your teachers are nationally board certified in their artform?

| Number | % nationally board certified from schools that responded to the survey |
|--------|--|
| 106 | 83% |

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Teacher Competence (continued)

Who do you consult first when hiring an arts teacher (e.g., District Arts Coordinators, Universities, District Human Resource Coordinator)?

| | Number that Selected Response |
|-------------------------------------|-------------------------------|
| District Human Resource | 18 |
| District Arts Coordinator | 5 |
| Fine Arts Department Chair | 0 |
| Art Works for Kids | 0 |
| University | 4 |
| Resumes | 0 |
| Community | 1 |
| Utah State Office of Education | 0 |
| Dioecese | 0 |
| Own Judgment | 1 |
| Parents & PTA | 1 |
| Current Employees or Other Teachers | 2 |

Do you look for applicants with arts background when you hire arts teachers?

| Not At All 1 | 2 | 3 | 4 | Strongly Consider 5 |
|--------------------------|----|----|-----|------------------------|
| 6% | 6% | 0% | 15% | 74% |
| <i>answered question</i> | | | | 34 |
| <i>skipped question</i> | | | | 0 |

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Professional Development

What type of professional development in fine arts did teachers participate in during the last year? How many teachers? Approximately how many hours this year? How many paid most of the costs themselves?

| Number of arts teachers participated in workshops at your school | | Number of arts teachers participated in district workshops | | Number of arts teachers participated in university workshops | | Number of arts teachers participated in state or national conferences | | Number of arts teachers participated in instruction or mentoring from professional artists or visiting artistic companies | |
|--|----------------------------|--|----------------------------|--|----------------------------|---|----------------------------|---|----------------------------|
| 17 | 13%** | 46 ** | 36% | 22 | 17% | 46 | 36% | 104 | 82% |
| Estimated Hours | Paid Most Costs Themselves | Estimated Hours | Paid Most Costs Themselves | Estimated Hours | Paid Most Costs Themselves | Estimated Hours | Paid Most Costs Themselves | Estimated Hours | Paid Most Costs Themselves |
| 38* | 2 | 20 | 11 | 25 | 9 | 29 | 13 | 14 | 7 |

*Average hours

**Percentage of teachers from schools that responded to survey

Name of artists or artistic companies?

BYU, Weber State, and U of U choreographers, Private vocal lessons

Utah Symphony and Ballet West, John Heath, Suzy Carter, Dr. Bradly Allred, Dr. Jesse Napoles,

Dr. David Weiller, Todd Feeny, Bill Nicholls, Greg Floor, Sidney Blackwell, and Nick Cendise

Creative Industries, UAEA, Sam Lawlor, Mike Malm, Dixie College, NAEA

Southern Utah University Shakespearean traveling troupe, Heather Cook

Ruby Chacon, Elaine Carolin, Utah Shakespearean Festival, Utah Theatre Festival

Number of arts teachers participated during school hours devoted to collaboration among arts teachers and across disciplines with other teachers:

| Number | Estimated Hours |
|--------|-----------------|
| 117 | 92% |
| | 38 |

Other development? Music instruction to elementary specialists, teaming, English, Science, FAC (2 Teachers)

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Resources and Space

Which art form in your school has a designated room/space for teaching solely that art form?

| | Yes | No | Response Count |
|---|-----|----|----------------|
| Visual Art | 27 | 6 | 33 |
| Dance | 7 | 12 | 19 |
| Music | 27 | 4 | 31 |
| Theatre | 13 | 10 | 23 |
| <i>Total that could answer question</i> | | | 34 |

Does your school have performance space (not a multi-purpose room) dedicated solely to performances of dance, music and theatre that students can practice in during the school day?

| | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Yes | 62% | 21 |
| No | 38% | 13 |
| <i>answered question</i> | | 34 |
| <i>skipped question</i> | | 0 |

Does your school have theatre/performing space with appropriate lighting and sound, etc., for performing and exhibiting the arts?

| | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Yes | 91% | 30 |
| No | 9% | 3 |
| <i>answered question</i> | | 33 |
| <i>skipped question</i> | | 1 |

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Resources and Space (continued)

Does your school have a multi-purpose room or appropriate space where students can do their artform during school hours?

| | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Yes | 91% | 31 |
| No | 9% | 3 |
| <i>answered question</i> | | 34 |
| <i>skipped question</i> | | 0 |

Does your school have a multi-purpose room or appropriate space where students can do their artform after school hours?

| | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Yes | 21% | 7 |
| No | 79% | 27 |
| <i>answered question</i> | | 34 |
| <i>skipped question</i> | | 0 |

Does your school use a neighboring school or facility to learn and do any artform during school hours?

| | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Yes | 6% | 2 |
| No | 94% | 32 |
| <i>answered question</i> | | 34 |
| <i>skipped question</i> | | 0 |

Does your school use a neighboring school or facility to learn and do any artform after school hours?

| | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Yes | 79% | 27 |
| No | 21% | 7 |
| <i>answered question</i> | | 34 |
| <i>skipped question</i> | | 0 |

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Enrollment Patterns and Instructional Time

How many senior students have completed the 1.5 semester Fine Arts core credits required to graduate?

| Count | Percent |
|--------------------------|---------|
| 1,790 | 92% |
| <i>answered question</i> | 12 |
| <i>skipped question</i> | 22 |

How many 8th grade students have completed the 1.0 semester Fine Arts core credits required during the 7th and 8th grade years?

| Count | Percent |
|--------------------------|---------|
| 2,657 | 88% |
| <i>answered question</i> | 19 |
| <i>skipped question</i> | 15 |

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Enrollment Patterns and Instructional Time

| Visual Art | Students Enrolled as a Percent of Total Enrollment - Based on Schools that Responded | % that Grade Course | Average Minutes Students Receive Instruction Per Grading Period |
|---------------------------------------|---|------------------------------------|--|
| Art Foundations I | 11.0% | 83% | 4,153 |
| Advanced Foundations 1a: Trad 2-D Art | 1.8% | 83% | 3,829 |
| Advanced Foundations 1b: 2-D Art | 0.6% | 100% | 3,756 |
| Advanced Foundations 1c: 3-D Art | 0.7% | 67% | 2,948 |
| Art History | 0.1% | 100% | 2,400 |
| Art History - Advanced Placement | 0.2% | 100% | 8,200 |
| Art Studio General-Adv. Placement | 0.2% | 100% | 8,200 |
| Art Studio Drawing-Adv. Placement | 0.0% | | |
| Ceramics I | 2.3% | 78% | 6,746 |
| Ceramics II | 0.5% | 100% | 3,015 |
| Ceramics III | 0.4% | 100% | 3,015 |
| Commercial Art & Electronic Media I | 0.8% | 75% | 2,670 |
| Commercial Art & Electronic Media II | 0.4% | 100% | 3,015 |
| Commercial Art & Electronic Media III | 0.2% | 100% | 4,050 |
| Drawing I | 1.2% | 83% | 3,251 |
| Drawing II | 0.8% | 100% | 3,674 |
| Drawing III | 0.2% | 100% | 4,050 |
| Drawing IV | 0.0% | | |
| Film Making | 0.0% | | |
| Film Making II | 0.0% | | |
| General Art | 3.0% | 75% | 2,619 |
| Art Foundations II | 23.5% | 85% | 4,778 |
| 3D Design | 1.6% | 80% | 2,380 |
| 3D Design II | 0.0% | | |
| 3D Design III | 0.0% | | |
| Jewelry | 0.0% | | |
| Jewelry II | 0.0% | | |
| Jewelry III | 0.0% | | |
| Painting I | 1.1% | 100% | 2,754 |
| Painting II | 0.7% | 100% | 3,015 |
| Painting III | 0.0% | | |
| Photography | 1.8% | 86% | 6,773 |
| Photography II | 0.2% | 67% | 3,015 |
| Photography III | 0.0% | | |
| Photography - Advanced Placement | 0.1% | 100% | 4,050 |
| Printmaking | 0.0% | | |
| Printmaking II | 0.0% | | |
| Printmaking III | 0.0% | | |
| Sculpture | 0.8% | 100% | 1,943 |
| Sculpture II | 0.0% | | |
| Sculpture III | 0.0% | | |
| Sculpture - Advanced Placement | 0.0% | | |

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Enrollment Patterns and Instructional Time

| Visual Art (contn'd) | Students Enrolled as a Percent of Total Enrollment - Based on Schools that Responded | % that Grade Course | Average Minutes Students Receive Instruction Per Grading Period |
|---------------------------------------|---|------------------------------------|--|
| Architecture | 0.6% | 100% | 4,050 |
| Interior Design | 0.7% | 67% | 3,050 |
| Calligraphy & Signmaking | 0.2% | 100% | 3,015 |
| Animation | 0.0% | | |
| Visual Art Elective Conc. Enroll | 0.5% | 100% | 4,770 |
| Art History Conc. Enroll | 0.1% | 100% | 4,770 |
| Ceramics I Conc. Enroll | 0.0% | | |
| Ceramics II Conc. Enroll | 0.0% | | |
| Drawing I Conc. Enroll | 0.1% | 100% | 4,770 |
| Drawing II Conc. Enroll | 0.0% | | |
| Film Making Conc. Enroll | 0.0% | | |
| Art Foundations II Conc. Enroll | 0.0% | | |
| Painting I Conc. Enroll | 0.0% | | |
| Painting II Conc. Enroll | 0.0% | | |
| Photography Conc. Enroll | 0.0% | | |
| Printmaking Conc. Enroll | 0.0% | | |
| Printmaking II Conc. Enroll | 0.0% | | |
| Architecture Conc. Enroll | 0.0% | | |
| Calligraphy & Signmaking Conc. Enroll | 0.0% | | |
| Animation Conc. Enroll | 0.0% | | |
| Other (please specify)? | 0.4% | | 1,980 |

Dance

| | | | |
|---------------------------------|-------------|------|--------------|
| Dance I A | 2.2% | 88% | 3,542 |
| Dance I B | 0.6% | 100% | 4,711 |
| Dance II A | 1.0% | 60% | 3,958 |
| Dance II B | 0.1% | 100% | 4,050 |
| Dance III A | 0.7% | 100% | 6,786 |
| Dance III B | 0.2% | 100% | 5,372 |
| Dance Company | 0.6% | 83% | 3,616 |
| Beginning Social Dance | 3.2% | 40% | 2,881 |
| Dance Conditioning | 0.2% | 100% | 4,050 |
| Musical Theatre | 0.9% | 100% | 10,369 |
| World (Folkloric) Dance Forms | 0.0% | | |
| Dance I Conc. Enroll | 0.0% | | |
| Dance II B Conc. Enroll | 0.0% | | |
| Dance III A Conc. Enroll | 0.0% | | |
| Dance Company Conc. Enroll | 0.0% | | |
| Social Dance Conc. Enroll | 0.0% | | |
| Dance Conditioning Conc. Enroll | 0.0% | | |
| Other (please specify)? | 0.5% | | 2,633 |

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Enrollment Patterns and Instructional Time

| Music | Students Enrolled as a Percent of Total Enrollment - Based on Schools that Responded | % that Grade Course | Average Minutes Students Receive Instruction Per Grading Period |
|---|---|------------------------------------|--|
| General Music (Music Connections) | 6.1% | 75% | 5,707 |
| Music Appreciation (Music Aesthetics) | 0.0% | | |
| Music Theory | 0.3% | 100% | 2,825 |
| Music Theory - Advanced Placement | 0.2% | 100% | 5,090 |
| Music Theory & Literature - Int Bacc I | 0.0% | | |
| Music Theory & Literature - Int Bacc II | 0.0% | | |
| Music Composition | 0.1% | 100% | 4,050 |
| Musical Theatre | 0.9% | 100% | 10,369 |
| Bagpipes | 0.1% | 100% | 1,600 |
| Bell Choir | 0.0% | 100% | 1,980 |
| Independent Studio Study | 0.1% | 100% | 4,050 |
| Music Elective Conc. Enroll | 0.0% | | |
| Music Appreciation Conc. Enroll | 0.0% | | |
| Music Theory Conc. Enroll | 0.0% | | |
| Band I - Large ensemble | 4.3% | 79% | 6,985 |
| Band I - Small ensemble | 1.0% | 71% | 3,091 |
| Band I - Percussion | 0.5% | 75% | 2,135 |
| Band I - Woodwind | 0.9% | 83% | 17,048 |
| Band I - Brass | 1.1% | 88% | 12,370 |
| Band II - Large ensemble | 2.8% | 85% | 9,643 |
| Band II - Small ensemble | 0.3% | 80% | 2,149 |
| Band II - Percussion | 0.2% | 67% | 2,825 |
| Band II - Woodwind | 0.0% | | |
| Band II - Brass | 0.2% | 50% | 4,050 |
| Band III - Large ensemble | 1.4% | 83% | 2,345 |
| Band III - Small ensemble | 0.1% | 100% | 2,115 |
| Band III - Percussion | 0.0% | 100% | 1,600 |
| Band III - Woodwind | 0.0% | | |
| Band III - Brass | 0.0% | | |
| Band II - Large ensemble Conc. Enroll | 0.2% | 100% | 810 |
| Band II - Small ensemble Conc. Enroll | 0.0% | | |
| Band III - Large ensemble Conc. Enroll | 4.4% | 88% | 6,925 |
| Chorus I - Mixed | 2.0% | 100% | 8,360 |
| Chorus I - Small Ensemble | 1.0% | 60% | 3,049 |
| Chorus I - SA | 0.7% | 80% | 2,759 |
| Chorus I - TB | 2.0% | 78% | 2,381 |
| Chorus II - Mixed | 0.0% | | |
| Chorus II - Small Ensemble | 0.0% | 100% | 2,250 |
| Chorus II - SA | 0.0% | | |
| Chorus II - TB | 1.0% | 100% | 4,017 |
| Chorus III - Mixed | 0.4% | 100% | 3,927 |

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| Music | Students Enrolled as a Percent of Total Enrollment - Based on Schools that Responded | % that Grade Course | Average Minutes Students Receive Instruction Per Grading Period |
|---------------------------------------|---|------------------------------------|--|
| Chorus III - Small Ensemble | 0.0% | | |
| Chorus III - SA | 0.0% | | |
| Chorus III - TB | 0.0% | | |
| Chorus II - Mixed Conc. Enroll | 0.0% | | |
| Beginning Orchestra (Orchestra I) | 1.5% | 77% | 3,588 |
| Intermediate Orchestra (Orchestra II) | 2.0% | 85% | 2,992 |
| Advanced Orchestra (Orchestra III) | 0.3% | 75% | 4,900 |
| Guitar | 1.5% | 100% | 2,920 |
| Guitar II | 0.3% | 100% | 4,050 |
| Orchestra II Conc. Enroll | 0.0% | | |
| Guitar Conc. Enroll | 0.0% | | |
| Other (please specify)? | 0.9% | | 3,811 |

| Theatre | | | |
|--------------------------------------|------|------|--------|
| Theatre Foundations I | 5.5% | 82% | 2,891 |
| Theatre Foundations II | 1.7% | 57% | 3,109 |
| Theatre Foundations III | 0.2% | 100% | 4,900 |
| Theatre Foundations IV | 0.3% | 100% | 5,090 |
| Musical Theatre | 0.9% | 100% | 10,369 |
| Stage Craft / Tech | 0.4% | 100% | 3,958 |
| Theatre Foundations I Conc. Enroll | 0.1% | 100% | 1,980 |
| Theatre Foundations II Conc. Enroll | 0.1% | 100% | 1,980 |
| Theatre Foundations III Conc. Enroll | 0.0% | | |
| Theatre Foundations IV Conc. Enroll | 0.0% | | |
| Musical Theatre Conc. Enroll | 0.0% | | |
| Stage Craft / Tech Conc. Enroll | 0.0% | | |
| Other (please specify)? | 0.3% | | |

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Plans and Support

Did your school receive money for arts education in the last year from any of the following?

| | \$0 | \$1-\$499 | \$500-\$999 | \$1,000-\$4,999 | \$5,000-\$9,999 | \$10,000-\$14,999 | > \$15,000 |
|--------------------------|-----|-----------|-------------|-----------------|-----------------|-------------------|------------|
| PTA | 64% | 12% | 8% | 0% | 0% | 0% | 0% |
| Grants | 52% | 8% | 8% | 16% | 0% | 4% | 0% |
| Parent Donations | 52% | 20% | 8% | 4% | 4% | 8% | 0% |
| Businesses | 56% | 12% | 12% | 4% | 0% | 4% | 0% |
| Foundations | 52% | 12% | 4% | 4% | 4% | 0% | 0% |
| District | 20% | 20% | 12% | 32% | 8% | 4% | 4% |
| Other | 32% | 4% | 8% | 4% | 0% | 4% | 0% |
| <i>answered question</i> | | | | | | | 25 |
| <i>skipped question</i> | | | | | | | 9 |

If you did receive money that was used for arts education, please indicate where you distributed that money.

| | |
|--|----|
| Arts Field Trips | 17 |
| Arts Assemblies | 8 |
| Musical Instruments | 17 |
| Arts Materials or Supplies | 21 |
| Artist(s) in Residence | 4 |
| Professional Development for Teachers in the Fine Arts | 10 |
| To Hire a Fulltime Arts Specialist | 0 |
| To Hire a Part-time Arts Specialist | 4 |
| On-going sequential arts education for each child throughout the year (sequential instruction) | 1 |
| School Trust Lands | 2 |
| Other | 1 |

Other? Community based performance 170 students each year with the school musical Books, consumables, Sound System in Band Room and Theater Uniforms

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Plans and Support

Does your school have any of the following?

| | Number | Percent |
|--|--------|---------|
| PTA Arts Education Representative, PTO, Parents Arts Booster Club | 4 | 12% |
| Community Council Arts Education Parent Representative | 2 | 6% |
| Community Council Arts Education Teacher Representative | 5 | 15% |
| Faculty Arts Education Committee | 5 | 15% |
| School and Community Arts Partnership | 5 | 15% |
| Arts Specialist(s) | 10 | 29% |

Are the arts included and clearly articulated in your school improvement plan?

| | Number | Percent |
|--------------------------|--------|---------|
| Yes | 18 | 55% |
| No | 15 | 45% |
| <i>answered question</i> | | 33 |
| <i>skipped question</i> | | 1 |

Plans and Support (continued)

What do you hope to provide for your students through the arts program at your school?

- We send them to Snow College Richfield. That's all we can do.

Our school has a very strong and dynamic fine arts program. We have 100% of our 8th grade

- students complete the required credit in some form of fine arts. The majority of them complete much more than what is required, especially in music.

Breadth, enriched opportunities, exposure to arts--alternatives for those who are not sports or

- Ag. Ed. preoccupied. We are very small and building (again) an arts program. Well-established painting class but all other art forms have suffered recently without qualified (even eminent) instructors.

- An understanding for the elements and concepts of visual arts: aesthetic, analytical and practical. Inspiration to create. Realization of humanity as an expression of visual art.

- I would like to see the arts programs continue to grow and improve. I would especially like to have the music department improve.

- Total learning environment, a balance in learning--exposure to both right and left brain in learning.

Oftentimes, arts education reaches students who struggle in traditional classrooms. We hope to

- give these students a place to flourish. Art is also instrumental in helping students learn better in their core subjects. We hope to give students a more global view of education and a chance to experiment with learning.

I hope to provide an appreciation for the arts through various media: clay, art, arts and crafts, drama and music. I have a population of students who have experienced poverty and have

- lacked any opportunities to attend art museums, productions, concerts, etc. in their personal lives. We want students to leave high school with the appreciation of arts and to include the arts as part of their lifetime activities.

- Exposure to and enculturation in the fine arts so that students have an appreciation for arts throughout their lives.

We hope to provide opportunities for any student to participate in either band, choir, art, or all

- of the above. Students need to be well-rounded and need to have a background in all of the arts. With state and federal requirements it is hard to make the arts a high priority, but on a percentage basis, we have a large percentage of our student body who does participate.

I would hope in the near future that we are able to add a section of 7th and 8th grade visual

- arts. It is difficult in a small district to add sections and manipulate the schedule. We must first meet the state requirements in the core areas and then, depending on what is available, meet the needs of our other programs.

Plans and Support (continued)

What do you hope to provide for your students through the arts program at your school?

Giving students a well-rounded art education and the skills needed to participate in, as well as create, their own works of art is the main goal of the arts program at our school. Students are first introduced to the basic elements and procedures of art, after which they are given a chance to develop their own style. Students use different media to create works of art as well as being introduced to art appreciation. Students perform in assemblies and help with lighting and stage work. Students are given a well-rounded education by being exposed to the art of other cultures and countries from around the world. Art helps support the core classes; as well, art appreciation helps students understand that art is personal, the art from other countries helps students better understand geography while developing their own skill. Art history introduces students to the Greeks, Romans, Italians, and other cultures throughout history. Being introduced to tessellations helps reinforce math concepts. Drama helps students with reading and memorization. Students on the stage crew need to memorize the script enough to work lighting and props. Band is full of mathematics, history, and much more.

A vehicle to expand knowledge, talent, experience, and self-confidence. (Vocal teacher) A chance to learn to play a stringed instrument well. Development of ability to perform, to read music, and to understand music. Development of musicianship and a sense of belonging to a group. A greater awareness of themselves and the world-culture around them. Sensitivity, self-expression, skills in working with different mediums. Respect for themselves and others they learn to work with. Appreciation for art history and cultures. Problem solving, creativity, self acceptance. (Visual Art Teacher).

- An opportunity to develop their skills in the arts area.
- An appreciation of art and active participation in the arts.

The mission of our school is to help our students be well-rounded. Art enriches their educational experience. That experience will be enhanced by: 1. Choosing good music 2. Students home practice 3. Working on position, posture, tone, rhythm, intonation, music theory, note reading and other fundamentals on a daily basis. 4. Keeping a positive environment in class at all times. 5. Pacing the lessons so that we don't waste time. 6. A challenging and fun concert schedule 7. 8-10 students who practice faithfully in the orchestra room after school 8. Student involvement in choreography for choir songs 9. Parent involvement in fund raising and T-Shirt design and orders 10. Early morning advanced violin group, eventually leading to a before school honors orchestra 11. Lots of time and effort by the students and the teacher 12. Great support from the administration and other faculty members 13. Constant curriculum adjustments so that the experience is positive and interesting for the students and the teacher

Plans and Support (continued)

What do you hope to provide for your students through the arts program at your school?

- Kennedy Junior High has a long history of art excellence. Student art work is displayed throughout the building as part of our permanent collection. We have a dynamic drama and
- music department that receives many accolades from the community and news organizations. We expect all students to participate in at least one fine arts class each term and many continue this trend throughout high school. We plan to continue offering a wide range of music, drama, dance and visual arts for our students' benefit throughout the future.
 - Opportunities to broaden their interests and abilities as well as enhancing their other curricular areas.
 - The opportunity to fulfill their desire to have the arts as part of their lives now and in the future.
- We hope to provide an opportunity for all students to be introduced to a wide variety of art forms through our introductory classes. We then hope to provide opportunities for those who find an interest in a specific art form to further their education through their three years at Payson High School.
- An introduction to music, theatre, and visual arts.
 - Basic knowledge of the principles of art and the ability to design and create commercial art and digital photography objects is our main goal.
 - A school experience that will serve all students.
 - An opportunity to develop talents and to promote their desire to continue to work in the arts after they leave high school.
 - An appreciation for the world around them and to help them gain a well rounded education. The arts are vital to this well rounded education.
 - Quality choices for students among the various art classes.
- That they can have a rich and happy life through their understanding and involvement in the
- arts. They tie into our school DRSL's of being life long learners, employable individuals, effective communicators and responsible citizens.
 - Well rounded education in the Fine Arts
- Exposure to various art forms. Opportunity to participate in various art forms. Opportunities
- to experiment with Art forms. Opportunities to improve and perfect talents discovered and developed through participation in art forms.
 - We hope to add a choir option for our kids.
 - Well rounded education, appreciation for the arts, academic discipline, and desire to stay in school.

Plans and Support (continued)

What provides the most support for quality arts education at your school?

- Snow College Richfield
- Supportive community and district.
 - Parents want arts options. Kids want arts options. Principal seeks creative ways to deliver arts options.
- Excellent teaching and appreciative/involved parents.
 - The teachers provide the most support for the arts in our school. Funding is the next most important part of our programs.
- State funding, FTEs
 - Our school-designed news program, Knight Vision, showcases a different student-produced piece of art daily. It also plays music produced by our students. Our students are very competitive in district music contests, which is teacher-driven. Finally, our parents and community are very supportive of our school musical.
- Trust lands, grants and core curriculum requirements.
- Teacher dedication--kids want to work for them because our teachers believe in their students.
 - Our community has always taken pride in the arts. It is passed down from generation to generation, the importance of arts; for this reason, it has always played an important part in our curriculum.
- Our district personnel and our board members are very supportive of arts education. I am a first-year principal in this school, and it is very difficult to adjust schedules in a small district. Our staff is very supportive of arts education and it is wanted and needed in our school. I feel over the next couple of years our goal will be to transition to more arts opportunities for kids.
- Administrators, parents and teachers who support the arts even though they may not be a part of the core help provide quality arts education.
- Parent involvement (vocal teacher). Parents, students, school and district administration (string teacher). Experienced, caring art instructor. Administrator, counselors, supportive school district and community art center. [We're within walking distance and classes often visit].
- Quality teachers and a supportive community, and an administrator that values the arts.
- Dedicated teachers and parents
- Support of parents, teachers, and administration helps the progress of students.
- All of our community stakeholders provide ongoing financial support and encouragement. Our support is built on our outstanding fine arts faculty and family support.

Plans and Support (continued)

What provides the most support for quality arts education at your school?

- The teachers desire to improve the opportunities for their students.
- We get almost all of our support from our district allotted budget. From this budget we do our best to try and provide the best experience in art that we can for all of our students.
- Art teachers.
- Our individual teacher is the greatest support. She does a great job!
- The district specialist and district funding. Great high school support.
We have outstanding teachers and a community that supports the arts in this area. Our arts
- department serves more students (except core classes) than any other department in our school.
- Poorly worded question. I feel that supporting the professionals that work in arts education is the best support that I can provide for them.
- Getting art colleagues together in the school/district to discuss and share great ideas.
We are responsive to the community needs and the artistic expression and freedom of our
- students. We encourage professional development and membership in local state and national arts organizations
- School general funds
- The District Arts Coordinator. The Tintic Arts Creative Team. Having Facilities that provide an environment in which to participate in various art forms.
- Quality teachers that provide a good example, great education and the desire to the learn more.